Board of Institutional Reviewers (BIR) Training

Overview: California Education Landscape and the Commission's Accreditation System

Online Module 1

Goal for BIR Training

To ensure that members of the Board of Institutional Reviewers have the knowledge, skills and characteristics

- Knowledge
- Skills
- Characteristics

necessary to participate effectively in accreditation activities

BIR Training Outcomes

Participants will

- review or learn the knowledge and skills a BIR member needs
- practice use of the skills
- participate in activities related to accreditation system components

Expectations for this Module

- Provide a big picture of Accreditation
- Explain the structure of California's education policy making
- Provide an understanding of the CTC, its structure and its organization
- Explain the accreditation system as a system

Accreditation System Structure and Authority

Three primary bodies are responsible

- **Legislature**
  - State Law (Education Code 44370-44374)

- **Commission**
  - Commission Policy (*Accreditation Framework*)

- **Committee on Accreditation**
  - Procedural Implementation (*Accreditation Handbook*)

The Legislature

- Education Code
  - SB 148 (1988)
  - SB 655 (1993)
- Legislators
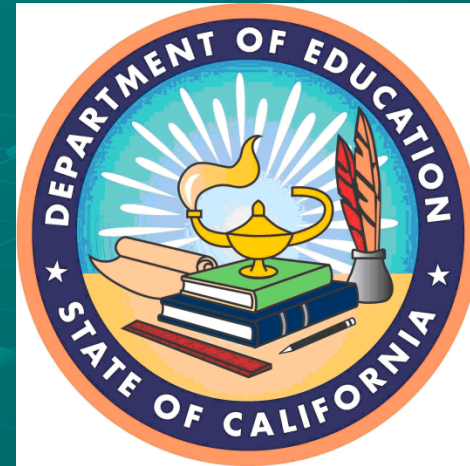 - 40 Senators
  - 80 Assembly members

Who is the Commission on Teacher Credentialing?

+

+

14 members appointed
by the Governor

Superintendent of Public
Instruction or Designee

3 Ex Officio (Nonvoting Members):
•University of California
•California State University Systems and
•Association of Independent California Colleges & Universities

Commissioners Appointed by the Governor

Linda Darling-Hammond
(Faculty member)
Chair

Kathleen Harris
(Teacher)
Vice Chair

Commissioners Appointed by the Governor

C. Michael Cooney
(Public Member)

Constance Baumgardt Blackburn
(Teacher)

Commissioners Appointed by the Governor

José L Gonzålez
(Administrative Representative

Juliet Tiffany-Morales
(School Board Member)

Commissioners Appointed by the Governor

Ref Rodriguez
(Public member)

Georgette Imura
(Public Representative

Commissioners Appointed by the Governor

Bonnie Klatt
(Teacher Representative)

Haydee Rodriguez
(Teacher Representative)

Commissioners Appointed by the Governor

Alicia Hinde
(Teacher)

Kirsten Barnes
(Non-Adminitrative Services)

Commissioners Appointed by the Governor
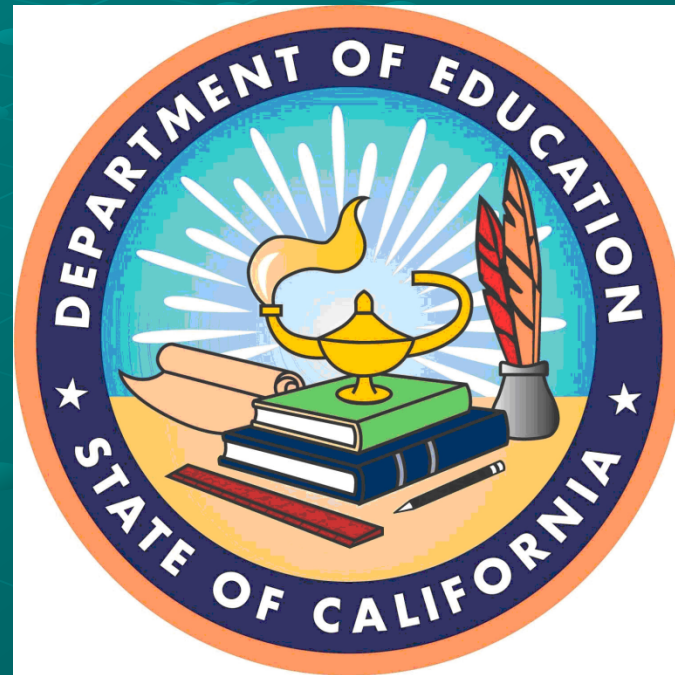
?

(Public Representative)

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(Teacher Representative)

SPI Designee

Rich Zeiger

Ex-Officio Commissioners

Tine Sloan
UC System

Beverly Young
CSU System

Shane Martin
AICCU

Organization of the CTC

- Executive Director

  Mary Vixie Sandy

Organization of the CTC Staff

Divisions within CTC

- Deputy Director—Beth Graybill

- Certification and Waivers (CAW)—vacant

- Professional Practices (DPP)—Nanette Rufo

- Professional Services (PSD)—Teri Clark

- Administrative Support (ASD)—Crista Hill

CTC General Responsibilities

- Process and grant credentials

- Investigate possible educator misconduct and revoke/suspend credentials

- Set policy in the area of educator preparation and implement the accreditation system

The Commission's Accreditation Responsibilities

- *Accreditation Framework*

- Standard setting

- Program sponsorships

- Appoint members of Committee on Accreditation (COA)

- Appeal process for accreditation

- Resource allocation

The Commission and its Committees

The Commission on Teacher Credentialing

The Committee on Accreditation

The Committee on Credentials

Committee on Accreditation (COA)

- 12 member committee
  - 6 members from K-12
  - 6 members from Institutions of Higher Education
- Appointed by the Commission
- Members represent all professionals in the field of education

Current COA Members

K-12 Members

Kenneth Lapour Assistant Principal,
     Los Alamitos High School

Anna W. Moore, Director/COO
     Bay View Academy Charter School

Jose Rivas, Teacher
     Lennox Mathematics, Science, and
     Technology Academy

Kelly Skon, Middle School Teacher
     Laguna Beach Unified School District

Nancy Watkins, Assistant Principal,
     Valencia High School
     Placentia-Yorba Linda USD

Yvonne White, Teacher
San Leandro Unified School District

Postsecondary Members

Deborah Erickson Professor & Dean
     Point Loma Nazarene University

Robert Frelly, Director of Music Ed
     Chapman University

Gary Kinsey, Associate Vice President
     CSU, Channel Islands

Margo Pensavalle, Professor,
     University of Southern California

Reyes Quezada, Professor,
     University of San Diego

Pia Wong, Professor & Chair
     Sacramento State University

COA is a Public Body

- Subject to the Bagley-Keene Open Meeting Act
  - Agenda available to the public 10 days prior to the meeting
  - All deliberations must take place in open
  - Action items must be so indicated
- Accreditation site visit reports are presented to the COA

Relationship Between the Commission and the COA

- ● The Commission
  - ▪ sets policy
  - ▪ appoints COA members
  - ▪ has a liaison to the COA

- ● The Committee On Accreditation
  - ▪ makes accreditation decisions
  - ▪ provides Annual Reports to the Commission

The COA and the Commission work together to implement the accreditation system

COA Responsibilities

- Determines accreditation decisions

- Determines initial program approval

- Determines comparability of national standards to state standards

- Adopts guidelines and procedures for accreditation

- Monitors performance of teams and the system

- Presents annual report to the Commission

Education Policy Makers in California

- Superintendent of Public Instruction
  - California Department of Education
- State Board of Education
- Commission on Teacher Credentialing
- Regents of University of California
- California State University System
- Community College Chancellor
- Federal Government

Superintendent of Public Instruction (SPI)

- Tom Torlakson
- A constitutional position
  - Non-partisan, elected every four years
- Job Responsibilities
  - Director of the California Department of Education
  - Administers K-12 education programs in California

California Department of Education (CDE)

- Large staff of 1,500+ implements education policy

- Administers pre-K to 12th grade programs, including charter schools

- Joint BTSA Induction program responsibilities with CTC

- No role in educator preparation or in accrediting educator preparation programs

State Board of Education

- 11 members are appointed by Governor, confirmed by Senate
- The governing and policy-making body of the California Department of Education
  - standards
  - instructional materials
  - assessment
  - accountability
- Adopts
  - instructional materials
  - regulations to implement legislation
- Authority to grant waivers of the *Education Code*
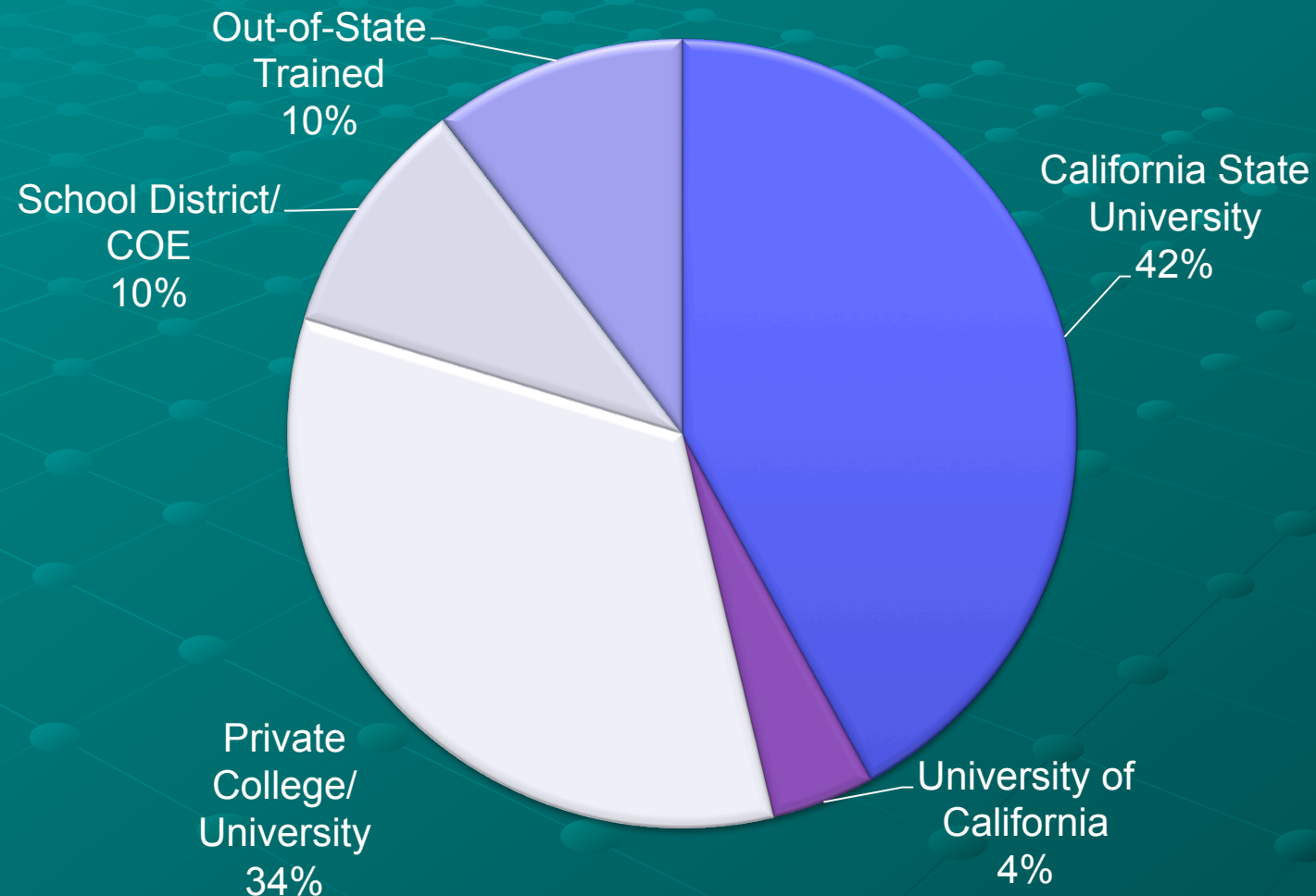
Charter, Private, and Non-Public Schools

- CTC sets standards for public school educators
  - Charters are public schools and require credentials for classes that are in core academic subject areas

- Private schools set their own hiring practices, procedures and may require a credential

- Non-public schools, mainly Special Education placements for public school students

Who prepares educators in California?

- California State University

- Private Colleges and Universities

- University of California

- School Districts

- County Offices of Education

- Other entities

Who prepares new teachers in California?

Out-of-State Trained 10%

School District/ COE 10%

California State University 42%

Private College/ University 34%

University of California 4%

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Other Education Accreditation Bodies

- Western Association of Schools and Colleges (WASC)

- Council for the Accreditation of Educator Preparation (CAEP)

Accreditation is Standards-Based

Common Standards: address the institution's capacity to sponsor credential programs

Program Standards: specific credential program requirements

Purposes of the Accreditation System

- Accountability--public and profession

- Adherence to Standards

- High quality preparation for educators

- On-going program improvement

Accreditation Handbook

- Based on the Commission's policy document *The Accreditation Framework*

- Contains chapters on a variety of topics

  - The seven-year cycle
  - Components of the system
  - Roles and responsibilities of various positions
  - Samples, examples, and templates

- Helpful for additional reading and referencing

Components of the Accreditation System

- Ongoing Data Gathering & Analysis *(Annually)*

- Biennial Report *(Years 1, 3, & 5)*

- Program Assessment *(Year 4)*

- Site Visit *(Year 6)*

- COA review, Accreditation Decision *(Year 6)*

- Follow Up *(Year 7)*

Data Gathering and Analysis

Data collected around

- Candidate competence
- Program effectiveness

Multiple and Single Subject programs are required to include data on the Teaching Performance Assessment (TPA)

Biennial Reports

- Provide focus and direction for ongoing data gathering, analysis, and use for program improvement
- Examine measures of candidate competence and program effectiveness
- Ensure that data-driven program improvement is a continuous process
- Provide a record of program improvement efforts over time
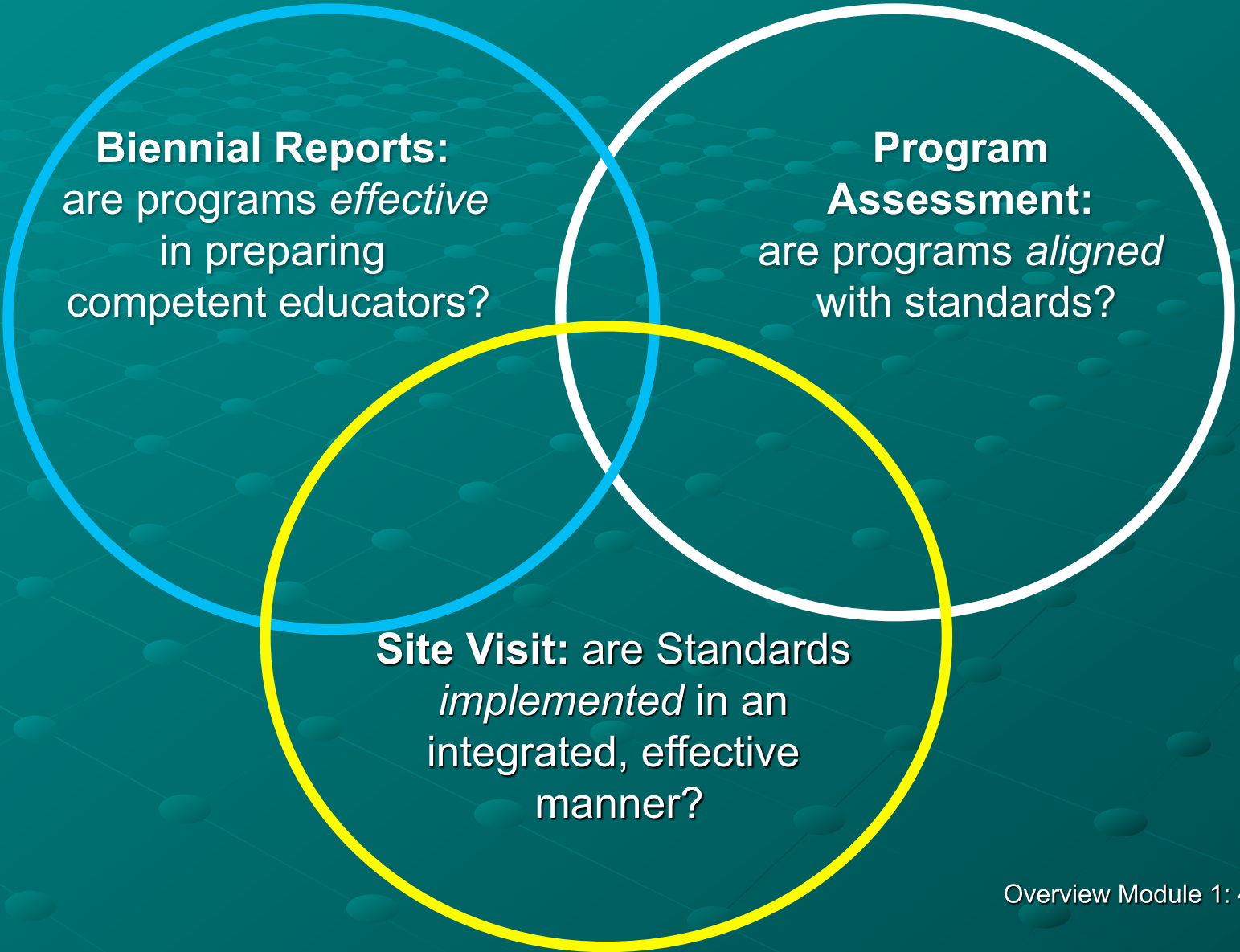
Program Assessment

- Preliminarily determines whether programs include all structures, processes, and procedures necessary for alignment with Program Standards

- Provides feedback to programs following review of program documents

- Determines focus and guidance for site visit reviewers

Site Visit

- Determines whether programs, and the unit as a whole, meet standards

- Examines how effectively programs are being implemented by the institution

- Requires site review team to make decisions on all standards plus an accreditation recommendation to COA
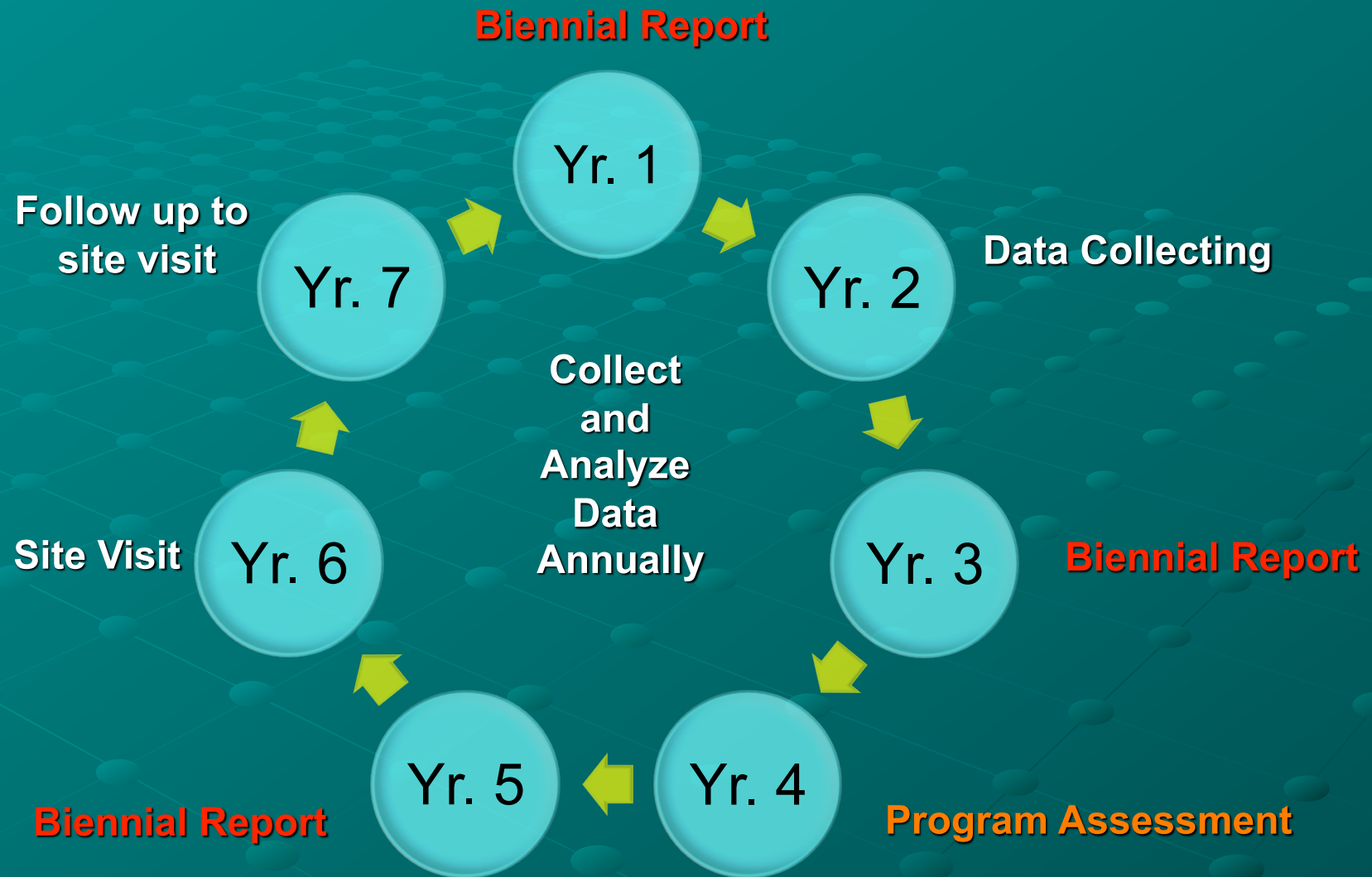
Accreditation at a Glance

Biennial Reports: are programs *effective* in preparing competent educators?

Program Assessment: are programs *aligned* with standards?

Site Visit: are Standards *implemented* in an integrated, effective manner?

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The Seven Year Cycle

Activities of BIR Members

- **Initial Program Review**
  - Ensure proposed program meets adopted standards

- **Program Assessment**
  - Ensure that the program is preliminarily aligned with all adopted standards

- **Accreditation Site Visits**
  - Confirm preliminary Program Assessment findings
  - Determine findings on Common Standards
  - Make an accreditation recommendation to the Committee on Accreditation

Commission Staff Role in Accreditation

- Coordination of COA meetings, preparation of agenda and materials

- Collection of data, policy analysis, and technical expertise

- Provide accreditation updates including preparation of the Annual Report

Commission Staff Role in Accreditation

- Facilitate, coordinate and ensure the integrity of accreditation activities:
  - Biennial Reports
  - Program Assessment
  - Site Visits
- Work with institutions preparing for Site Visits
- Provide technical assistance meetings for accreditation activities

Electronic Survey of Training

- Please complete the electronic survey at:
  http://www.surveymonkey.com/s/
  BIR_CA_Ed_Accred_Context

- Upon submission of your electronic survey responses, you will have completed Module 1

- Thank you for your dedication to this important process!

Accreditation Overview: Should you want more information

You may read the following chapters of the Accreditation Handbook

- Chapter 1: Responsibilities of the Commission on Teacher Credentialing and the Committee on Accreditation

- Chapter 2: Standards in Accreditation

- Chapter 4: The Accreditation Cycle